

Grade 1 Overview

Focus: I am Responsible

This unit will focus on being responsible for one's own actions and for obligations to others, particularly to the members of the classroom and school community.

Key Ideas:

Members of communities:

- share a common environment.
- share common needs, goals, and traditions.
- cooperate with one another.

Key Connections to Citizenship Education:

Good citizens:

- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.
- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own views and beliefs.
- have respect for themselves.

Lessons:

1. *Sharing and Caring*
2. *Doing My Part*
3. *Problem-Solvers*
4. *Taking Responsibility for Work*

Culminating Activity:

Learners will draw pictures of themselves as active participants in their school community. The resulting pictures will be combined into a mural or patchwork “quilt” to be displayed near the school entrance.

Assessment of the culminating activity will be based on students’ participation in developing the mural. All students should be able to make a contribution.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 1)

Individual and Society - Students will:

- identify themselves as unique individuals who interact with other individuals and with many groups, including the family, school, and community.
- describe how family members and friends provide for each others' needs for love and respect.
- give examples of how people in the school and neighborhood depend on each other.

Economics - Students will:

- explain how people work and use resources to fulfill their economic needs and wants.
- explore how people work to obtain goods and services.
- explore the kinds of work that people do and how that work benefits their family and the community.

Career Education (Elementary) - Students will:

- understand and use career information.
- describe work of family members, school personnel, and community workers.
- identify work activities of interest to the student.
- be aware of how work relates to the needs and functions of society.
- be aware of different occupations.
- describe how work is important to all people.
- describe how contributions of individuals both inside and outside the home are important.

Source:

National Career Development Guidelines, National Occupational Information Coordinating Committee.

Grade 1 Lesson One

Sharing and Caring

This lesson explores the question “What is a Community?” and helps first grade students understand their roles in the school community.

Key Ideas:

Members of communities:

- share a common environment.
- share common needs, goals, and traditions.

Key Connections to Citizenship Education:

Good citizens:

- respect the rights of others to have their own views and beliefs.
- respect themselves.

Objectives:

Students will:

- be able to define and give examples of “community.”
- be able to identify the communities to which they belong.
- describe their roles in at least one community to which they belong.

Introductory Activity:

Read *Chicken Sunday* by Patricia Polacco or another story which emphasizes sharing, needs, goals, and traditions. Discuss the story after it is read to the class.

Core Activities:

1. Discuss the ways the characters in the story were part of a community. What things, ideas, or activities did they share or have in common?
2. Using an overhead projector or the blackboard, list key words or ideas under “community.” List key words or ideas that are “not part of a community.”
3. Develop a definition of “community.” In a dictionary you will find both a geographic definition and a definition of community based on “sharing or participation.” According to this definition, a sports team, a scout troop, or other group is a “community.”

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4. In a class discussion, use the definition of community to identify a variety of communities to which the learners belong.
 5. Discuss the following questions: Do all people in a community need to have the same ideas? Can people be different or special and still be part of a community?

Additional Ideas:

Students might become pen pals or e-mail pals with students in another school community through letters or on-line computer activities.

Evaluation/Assessment:

Ask each child to draw a picture that shows himself or herself as part of a community. Children then explain their pictures to the class.

Home Connection:

- Keep parents informed of the purpose and activities involved in this lesson.
- Send home the definition of community developed by the class. Some parents may want to discuss the definition with their child.

Resources:

- Polacco, Patricia. *Chicken Sunday*. New York: Philomel Books, 1992.
- Maps illustrating various communities.

Good citizens do their part.

Grade 1 Lesson Two

Doing My Part

This lesson helps students understand how individuals contribute to their families and communities.

Key Ideas:

Members of communities:

- share common needs, goals, and traditions.
- cooperate with one another.

Key Connections to Citizenship Education:

Good citizens:

- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.
- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own views and beliefs.

Objectives:

Students will:

- identify the common needs, goals, and traditions of various communities.
- analyze the characteristics of successful communities.
- identify ways in which individuals contribute to the success of the group.

Introductory Activity:

Read a story that focuses on people working together such as *The Patchwork Quilt* by Valerie Flourney or *The Wednesday Surprise* by Eve Bunting.

Core Activities:

1. Use the story you read as the basis for identifying common needs, goals, and traditions in that community. Discuss examples of cooperation and ways that individuals contributed to the community's success.
2. Each child will make a list of the members of the school community, such as: principal, teachers, bus drivers, custodians, and students. Create a classroom list of school community members by drawing from student lists.

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3. Identify the role of each person on the list of school community members and talk about the importance of their contributions.
 4. Create a class book about the school community members by assigning the task of explaining the role of these members to a child or a group of children.
 5. Take a tour of the school to visit where the school community members do their jobs or invite them into the classroom to explain their jobs.
 6. Have an appreciation week. Write thank you notes or draw pictures for individual members of the school community.

Additional Ideas:

Students might explore additional books that focus on ways people work together and choose a favorite to read to other students, the teacher, or family members.

Evaluation/Assessment:

Ask each child to draw a picture showing how he/she makes a contribution to the home or school community. Use the pictures to assess whether or not the child has a sense of appropriate roles in a community.

Home Connection:

Communicate in advance with parents about the purpose and activities involved in this lesson. Some parents might want to choose a favorite television show that depicts a community. They might watch the show with their child and look for examples of cooperation among the members of the community.

Resources:

- Bunting, Eve. *The Wednesday Surprise*. New York: Clarion Books, 1989.
A little girl teaches her grandmother to read as a surprise for her father's birthday.
- Flournoy, Valerie. *The Patchwork Quilt*. New York: Dial Books, 1985.
A young girl, her mother, and her grandmother work together to make a patchwork quilt that tells the family history.

Grade 1 Lesson Three

Problem-Solvers

This lesson helps students focus on cooperation and problem-solving in the immediate environment of the classroom and school.

Key Idea:

Members of communities cooperate with one another.

Key Connections for Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- respect the rights of others to have their own views and beliefs.
- possess the skills necessary to live peaceably in society without resorting to violence to settle disputes.

Objectives:

Students will:

- be able to identify a common problem.
- be able to suggest and evaluate possible solutions.
- be able to implement the chosen solution.
- work cooperatively with other community members throughout the problem-solving process.

Introductory Activity:

Read *The Messy Monster*, in which the characters discover that the problems they notice are not caused by a “messy monster” but by themselves, or another story which emphasizes responsibility and peaceful problem-solving. Discuss the fact that many problems can be solved by the people who are involved. Brainstorm a list of problems the children can identify within the classroom or school community.

Core Activities:

From the list of problems generated in the Introductory Activity, help the children choose a problem that they are capable of solving. This could be done by discussing possible solutions to each problem listed and evaluating whether or not first grade students can actually do anything about correcting that particular problem. Discuss the ways that problem-solving helps individuals and communities, such as schools.

Additional Ideas:

Allow students to choose another problem and work through the steps of problem-solving on their own or in small groups.

Problem-Solving Steps

1. Identify the problem.
2. Brainstorm possible solutions.
3. Develop criteria for evaluation of solutions.
4. Evaluate possible solutions.
5. Develop a plan of action for carrying out solution chosen.
6. Carry out the plan.

Evaluation/Assessment:

Have each student draw a picture illustrating the problem-solving process and explain each step. Post the steps in problem-solving on the wall of the classroom. From time-to-time, provide opportunities for students to address new problems. Observe learners to assess their skill at using the problem-solving process and cooperating with others in the group.

Home Connection:

Keep parents informed of the purposes and activities involved in this lesson. Send home a list of the steps the class used in developing a solution for a classroom or school problem. Some parents might want to use the same steps with their children to solve a given problem. For example: leaving clothes all over the floor; not carrying out assigned chores; etc.

Resources:

- Pellowski , Michael J. *The Messy Monster*. Mahwah, NJ: Troll Communications, 1997.

Grade 1 Lesson Four

Taking Responsibility for Work

This lesson helps children to understand that people are responsible for working to produce goods and services that benefit themselves, their families, and their communities.

Adapted from *Play Dough Economics*, Lesson 1: Goods and Services, page 3-5.
Indiana Department of Education, 1988, 1995.

Key Ideas:

- People work (produce goods and services) to fulfill their economic needs and wants.
- People do different types of work to produce and obtain goods and services for themselves and their families.

Key Connections to Citizenship Education:

Good citizens:

- take personal responsibility for obligations to family and community.
- take personal responsibility for earning a livelihood.

Objectives:

Students will:

- identify different types of work that people do.
- give examples of reasons that people work.
- identify things that are goods and things that are services.
- explain why it is important for people to be responsible for their jobs.

Introductory Activity:

Read the book *Uncle Jed's Barbershop* or another story that relates to the work that people do and the importance of this work to individuals and the community. Discuss with children the different types of work presented in the story. Why was this work important to the people in the story? Discuss the meaning of the expression to “earn a living” or “earn a livelihood.”

Core Activities:

1. Have students work in pairs or small groups to brainstorm other types of work with which they are familiar.
2. Have groups share their examples of different types of work and write them down using an overhead projector or the blackboard. Ask students to tell why each job is important to the community and why the job is also important to the person who does it. Responses will probably include, “to get money,” “to buy things,” “to help people,” etc. Help children to understand that people work to obtain the things (goods and services) they want for themselves and their families. Their work also helps the community by providing the goods and services that other people want.
3. Explain that most people want to have a wide variety of things. Ask students to identify some of the things they would like to have. Write student wishes in a “wishing well” that you draw on the board, or use a basket or other container as the wishing well and write student wishes on pieces of colored paper.
4. Pull student wishes out of the wishing well for discussion. The things students say they want probably will focus on tangible items such as toys, games, or pets. Discuss other things that people may want, such as food, clothing, paper, pencils, dishes, cars, etc. Explain that the tangible things people produce to satisfy people’s wants are called **goods**. With students, brainstorm a number of additional examples of goods.
5. Show students pictures from magazines in which people are producing goods. Then show them pictures of people performing **services**. Explain that services are also things that people want.
6. To emphasize the difference in the two ideas, help students think of as many services as they can, beginning with the different types of services performed in the school. Why are these services important? Let some students pretend to be performing some service while others try to guess what the service is.
7. Discuss with students why different services are important to individuals and the community. What would happen if the people responsible for producing a good or performing a service failed to do their jobs?
8. To emphasize this idea, pass out small pieces of candy wrapped in paper. Have some students collect paper wrappers and put them in the trash. Explain that the candy is a good. The activity of collecting the trash is a service. What would happen if the people producing the candy failed to do their job or did not do their job well? What would happen if the people responsible for picking up the trash did not do their job or did not do it well? Discuss why it is important to take personal responsibility for earning a living.

Additional Ideas:

1. Invent and play games where students must identify correctly whether something is a good or a service. For example, tell students to clap their hands once if the word you call out is a good or twice if it is a service.
2. Use pictures from magazines to develop a collage or poster of people producing goods and a collage or poster of people producing services.
3. Do a Play Dough activity in which students use modeling clay or Play Dough to show themselves producing goods or services. (See *Play Dough Economics* under Resources below.)
4. Assign jobs for each student in the classroom. Jobs can be rotated and job performance can be evaluated. The consequences of not doing a job or doing a job poorly should be emphasized. For example, students should be fully aware of the consequences of failing to feed a classroom pet or failure to water plants. While many classroom jobs are services, it is also important to have classroom jobs which produce goods, such as name tags, signs, and posters for the classroom, or other materials for classroom use. This activity can be carried on for a few days or on a long-term basis. (See *The Classroom Mini-Economy* under Resources below.)

Evaluation/Assessment:

Ask students to think about what kind of good or service they want to produce when they grow up. Have students draw a picture of themselves producing the good or performing the service and then tell about their picture. Students should be able to explain why their picture represents a good or a service. They should be able to explain why they would like to do this job and why the job is important to their family and community. All students should be able to explain why it is important to take personal responsibility for work. Variations: Instead of drawing a picture, some students might select a picture from a magazine that shows a good or service that they would like to produce. Other students might wish to select a story that relates to a particular kind of job and explain their interest in this work to the class.

Home Connection:

Invite parents and other community members to visit the class to tell about their jobs, why they like their work, and why their work is important. This could be a classroom event or might be expanded to become a school-wide “career day.”

Resources:

- Mitchell, Margaree King. *Uncle Jed's Barbershop*. New York: Simon & Shuster, 1993.
- Day, Harlan. *Play Dough Economics: Motivating Activities for Teaching Economics*. Indianapolis: Office of Program Development, Indiana Department of Education, 1988, 1995.
- Day, Harlan. *The Classroom Mini-Economy: Integrating Economics Into the Elementary and Middle School Curriculum*. Indianapolis: Office of Program Development, Indiana Department of Education, 1988, 1995.
- For further information about economic education mini-grants, workshops, curriculum materials, or in service programs, please contact the Indiana Department of Education economic education consultants: Chris McGrew, northern Indiana 765-494-8542, and David Ballard, southern Indiana 812-256-8000.

Whatever you do, try to do your best.